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The Entrepreneurship Education Imperative: Introducing *EE&P*

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Marco van Gelderen⁶, and Erik Noyes⁷**

The year 2018 marks the start of the 71st year of entrepreneurship education (EE) in higher education, a field that continues to experience unprecedented levels of scholarly and practitioner attention. Beginning with one course at Harvard University in 1947 (Katz, 2003), EE is now taught at more than 3,000 institutions across the globe (Morris & Liguori, 2016). Given the importance of entrepreneurship to economic prosperity, demand has driven a rapid growth of EE, but this has come at a cost: we grew so fast we outpaced our own understanding of what to teach, how to teach it, and how entrepreneurial learning is best measured (Morris & Liguori, 2016). Although this plagues EE, the last decade has ushered in a surge of EE scholarship, with each new article contributing incrementally to our understanding of how EE can impact our students' entrepreneurial learning and development.

We are still struggling as a discipline to define what EE actually is and for what purpose. For instance, are we emphasizing the development of an entrepreneurial mindset, or are we focusing on venture creation in our educational approaches? Or perhaps both? We are part of an exploding field in critical need

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of a legitimate publication vehicle focused solely on advancing the scholarship of EE. Thus, on behalf of the Board of Directors of the U.S. Association for Small Business and Entrepreneurship (USASBE), and with the support of the International Council for Small Business, we are pleased to announce USASBE's partnership with SAGE to publish *Entrepreneurship Education and Pedagogy (EE&P)*. *EE&P* is the official journal of USASBE, and an official sister journal to *Entrepreneurship Theory and Practice*.

Consistent with USASBE's mission of "advancing entrepreneurship education through bold teaching, scholarship, and practice," *EE&P* publishes three types of EE scholarship:

1. *Research Articles*: These are qualitative and/or quantitative studies, or theoretical or conceptual articles, exploring the field of EE, broadly defined. Matthew Marvel will serve as *EE&P*'s inaugural editor for research articles.
2. *Teaching Cases*: These are nonfictional teaching cases related to entrepreneurship relevant topics. Each case includes a comprehensive and well-executed instructor's teaching note. J. Kay Keels will serve as *EE&P*'s inaugural editor for teaching cases.
3. *Learning Innovations*: These are contemporary teaching and learning approaches containing the requisite detail needed to replicate the innovation and evidence of its effectiveness. Marco van Gelderen and Erik Noyes will serve as *EE&P*'s inaugural editors for learning innovations.

In addition to the inaugural section editors, the *EE&P* editorial team also consists of Christoph Winkler and Doan Winkel as contributing editors and Eric Liguori as Executive Editor overseeing journal operations. The editorial team is tasked with two very specific goals:

1. raising awareness to attract the most impactful EE scholarship from around the world to publish in *EE&P* and
2. ensuring the journal is becoming the premier outlet to push our field forward.

Ultimately, *EE&P* will be tasked to bridge the gap between our understanding of EE with regard to what we teach (content), how we teach (methods), who we teach (audience), and for what purpose (impact). If *EE&P* is to successfully advance the field of EE, the editorial team strongly believes there are two requisite qualities the journal must embrace: inclusion and translation.

1. *Inclusion* means recognizing that entrepreneurship spans disciplinary boundaries and levels, so EE should be explored as a part of every educational system, locally and globally, at the micro and macro levels, in every field.
2. *Translation* means that our scholarship needs to be reflective of current practice and generalizable to support theory development in EE

(e.g., rigorous research). Translation also means that entrepreneurship theories should impact the practice of teaching and learning entrepreneurship.

The articles, cases, and exercises included in Volume 1 Issue 1 demonstrate the type of work *EE&P* aims to publish. The lead research article by Neck and Corbett boldly offers a definition of EE, argues for a shift away from educator-centered learning toward student self-directed and even self-determined learning in EE, and suggests that teaching entrepreneurship is a form of scholarship on par with more mainstream entrepreneurship research.

The second research article, by Kuratko and Morris, offers new and useful insights into teaching corporate entrepreneurship, a topic often overlooked by traditional EE scholarship. More specifically, Kuratko and Morris lay out a topical framework for structuring a corporate entrepreneurship course and suggest a number of learning resources entrepreneurship educators can draw upon in teaching these topics.

In the third research article, Fox, Pittaway, and Uzuegbunam provide a critical review of entrepreneurial learning through gameplay. Fox et al. conclude the added value of serious games in EE but caution educators: The gaming landscape is increasingly complex, so educators need to make careful, well-informed choices when selecting and deploying such activities in the classroom.

Two teaching cases are included in this inaugural issue. The first case, authored by Misuraca, Dixon, and Koutroumanis, tells the story of casual dining restaurant Fresh Mexican (Tampa, FL) and has students confront the fundamental challenge of choosing which path to take when investing in growth. The second case, by Reed, Artz, and Reynolds, tells the story of family business Municipal Produce (Waco, TX). Students are confronted with choosing between family ties and investor satisfaction. The instructor notes supply the necessary detail for users to facilitate a strong and rigorous class discussion and are available on the *EE&P* website for instructor download.

Last, the learning innovation, authored by Noyes, is an award-winning action-oriented prototyping exercise using 10 to 12 year olds as potential customers or users. An earlier version of this exercise won USASBE's 2017 experiential exercise competition.

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